

Childminder report

Inspection date: 22 April 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children excel in this very warm and caring setting. The childminder regularly talks to children about how they might be feeling. Children are encouraged to share their own feelings, such as during carpet time. The childminder shows empathy, offering children the reassurance they need about their feelings. This helps to develop the caring relationships between the childminder and children.

The childminder takes careful note of children's individual interests, skilfully planning and providing exciting and enjoyable activities with this in mind. All children, including the youngest, are fully engaged in their play and show high levels of concentration. The childminder is a very effective role model. This, along with well-embedded and highly effective strategies that encourage positive behaviour and attitudes to learning, means that children learn to behave exceptionally well. Children are developing the ability to solve their own problems when issues arise. For example, when two children want the same toy, they know to get a sand timer and wait for it to finish for their turn. Even so, children show empathy and maturity, as they pass on the toy before the sand timer has finished.

Children are extremely polite and know how to use and show good manners. They readily say 'thank you', use terms such as 'excuse me' and care for one another. Children are keen to take on responsibility for carrying out small tasks, such as handing out chopping boards at snack time. All children, including those with special educational needs and/or disabilities, make excellent progress in their learning and development.

What does the early years setting do well and what does it need to do better?

- The childminder plans a wide range of engaging activities and experiences that capture children's attention, successfully building their knowledge and understanding. For example, resulting from children's interest in bees, the childminder provides activities that allow children to learn where bees get pollen from and that bees use the pollen they collect to make honey. Learning is extended further through introducing wax for children to feel and honey to taste at snack time. As children go on a walk, they are reminded about how bees use flowers and are asked questions to check and secure their understanding about what bees do and make.
- Children take part in a wonderful array of trips and visits outside of the setting. They show great excitement in going to the local farm to see a goat, peacocks and chickens. As children excitedly point out a peacock, the childminder discusses the male peacock's display of feathers and explains that a female is known as a 'peahen'. Through many activities such as this, children are able to learn new vocabulary and extend their knowledge. For example, as children plan

a jungle, the childminder talks about the lion's 'mane', questioning children about what other animals have a mane and how to recognise the difference between male and female lions.

- The childminder ensures that each child's next steps in learning are accurately identified, carefully planned and shared with parents. These are displayed in the setting, along with children's successes that are shared on the 'Wow' board. This helps children to develop positive attitudes to learning and encourages them to be proud of their achievements.
- Partnerships with parents are strong. The childminder offers very effective support and guidance to parents covering a wide range of issues, such as approaches to good oral health. The childminder ensures parents know how to effectively support continued learning at home. Parents greatly appreciate all the support and guidance offered. They speak very highly of the setting, acknowledging that their children make excellent progress in the childminder's care.
- The childminder liaises effectively with other providers and external agencies in order to support children in her care. For example, when there are concerns about a child's additional needs, she communicates with parents and obtains any support needed from the local authority. This means that children, including those that also attend other settings, benefit from a joined-up approach to their care and learning. This contributes well to children's excellent progress.
- The childminder has established a carefully planned and structured programme of professional development, both for herself and her assistant. Through this, the already excellent learning and care opportunities offered continue to strengthen. The childminder has a very clear understanding about how to keep children safe. She knows what to do if a concern is raised about a family member and keeps abreast of any local safeguarding concerns.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2719025
Local authority	Bradford
Inspection number	10392904
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	3
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in April 2023 and lives in the Baildon area of Bradford. She works with an assistant. Both the childminder and her assistant are qualified to level 3. Opening times are from 7.30am until 6:00pm, Monday to Friday, all year round, excluding bank holidays. The childminder offers government funded childcare places for children aged from nine months, including funding for disadvantaged children from age two.

Information about this inspection

Inspector

Emma Murphy-Keen

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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